

Freedom for All? Fighting for Equal Rights in the 1960s

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EDU 6051

Civil Rights Unit Plan

This unit plan is designed to teach students about the ways in which structural racism, sexism, and homophobia affected the United States during the Civil Rights Movement and how activists decided to address those iniquities. It looks at how World War II incited international campaigns for freedom and decolonization and the effects of fighting for freedom abroad while still denied rights at home. In addition to recognizing the conditions that led to the growth of the movement, this unit focuses on macro level structures, such as federal housing policies and the discrimination embedded in the GI Bill, that have driven an economic wedge between whites and African Americans. Recognizing the impact of policies on individuals should be an entry way for students to think more critically about the political climate in their own lives, but focusing on structural inequality shifts focus from cultural and racial stereotypes.

Structural racism, sexism, and homophobia are important for all American citizens to understand, but it is even more important for affluent students who experience minimal diversity to learn about the complexity of the history of race in the United States. This unit also addresses liberation movements, such as the Feminist Movement and Gay Liberation, and briefly touches on Disability Rights and immigration changes, though it does spend most of the time delving into the movement for racial equality. It also asks students to look at how these movements, while separate, could have gained steam if they had been integrated more formally. The intended audience for this unit is affluent white students who often do not see how the history of race in the US is essential for everyone to learn, but can easily be used for any demographic. It can also be modified based on your students' interests so that you spend more time on immigrants, Hispanic Americans, Native Americans, or any other group.

This unit contains quite a bit of reading and content analysis, but the real focus is on critical thinking and being able to identify oppression in history and in our present. Time in this unit should be spend on questioning personal assumptions and making connections between the past and the present, and focus should be on class discussion and students should constantly be challenged to think beyond what they are

comfortable with. Empathy should be paramount, and teachers should provide a compass for how we can address iniquities that are still with us today – we have the power to make our society a more inclusive place.

Stage One: Civil Rights		
Established Goals Mass Curriculum Frameworks: <ul style="list-style-type: none"> • USII.22.A-D • USII.23.D • USII.25 • USII.26.A-B • USII.27.A-C, F • USII.28.C, D • USII.30.C Common Core: <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RH.9-10.3</u> • <u>CCSS.ELA-LITERACY.RH.9-10.2</u> • <u>CCSS.ELA-LITERACY.RH.9-10.9</u> Vocabulary: Martin Luther King Jr. Decolonization Mohandas K. Gandhi Rosa Parks Thurgood Marshall Suburbs White flight Redlining <i>Brown vs. Board of Education</i> Desegregation Bayard Rustin Gloria Steinham	Transfer	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Identify and critique structures of oppression. • Connect major historical events to micro level effects as well as to present day issues. 	
	Meaning	
	UNDERSTANDINGS <i>Student will understand that...</i> <ul style="list-style-type: none"> • Individuals experience oppression and privilege in unique ways, depending on their various identities. • The government can both create inequality and address it. • The Civil Rights Movement had many successes, though we are still dealing with some of the same problems. • Widespread change can be positive and negative, often ending in violence. • Racism can be individual prejudice and offensive language, but it is also structural that prevents oppressed people from accessing the same opportunities as others. 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> • How do oppression and privilege affect our lives? • What is the government's role in civil rights? • Did the Civil Rights Movement solve the issues of racism, sexism, and homophobia? • What can happen with widespread change? • What is racism?
	Acquisition of Skills and Knowledge	
	<i>Students will know...</i> <ul style="list-style-type: none"> • Key figures of the Civil Rights Movement, including Martin Luther King Jr, Rosa Parks, Thurgood Marshall, Bayard Rustin, Gloria Steinham while still recognizing the efforts of ordinary citizens as well. • Key events of the Civil Rights Movement, including <i>Brown vs. Board of Education</i>, Montgomery Bus Boycott, Stonewall, and the publication of <i>The Feminine Mystique</i>. • The importance of WWII and the Holocaust in inciting decolonization and liberation movements. • How the federal government's housing policies 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Determining the long- and short-term effects of an event. • Comparing and contrasting different treatments of the same subject. • Evaluating arguments to determine whether they agree or disagree. • Connecting historical trends and events to the present day. • Reconsidering their own beliefs when confronted with new evidence. • Summarizing a text by determining the main idea and

Stonewall	<p>created a wealth disparity between whites and African Americans.</p> <ul style="list-style-type: none"> • Desegregation efforts in Little Rock and Boston involved violence and racial tensions. • The Civil Rights Movement inspired other liberation movements, including women, gays, and people with disabilities. • Changes in immigration policies shifted the nation's demographics. 	<p>key details.</p> <ul style="list-style-type: none"> • Creating a strong thesis and support it with relevant supporting evidence from primary and secondary sources. • Empathize with people in history. • Collaborate with peers.
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Learning Experiences

Day 1: Post-WWII struggles for independence and liberation, and Preview for Unit

- Objective: Students will be able to connect struggles for freedom from an international perspective.
- Look at independence movements in India, focusing mostly on Gandhi. Also, look at decolonization efforts in Africa.
- Vocabulary: decolonization, Mohandas Gandhi, Partition

Day 2: Economic effects of WWII

- Objective: Students will be able to identify economic effects of WWII that created a boom.
- Students watch a short (6 minute) video about housing discrimination after WWII and discuss why housing discrimination is important to learn about. Should also introduce the fact that this continues with the housing discrimination and sub-prime mortgage crisis before 2008.
- Read and take notes on text that deals with the GI Bill, suburbs, the economic boom, and white flight.
- Review the reading as a class, and introduce the idea of structural racism, and what it means that the federal government allowed and financed this discrimination.

Day 3: *Brown vs. Board of Education*

- Objective: Students will be able to summarize the Supreme Court decision and the argument.
- Read and take notes on a short summary of events leading up the case, including the various plaintiffs, and a short biography of Thurgood Marshall.
- Students will read the document in partners and do a K-W-L for the topic of segregated schools.

Day 4: *Brown vs. Board of Education* and its effects

- Objective: Students will be able to evaluate evidence from desegregation efforts and current statistics to write a claim that says whether they think desegregation was effective.
- Read a short article about desegregation in either Little Rock or Boston.

- Discuss vocabulary: macro-, meso-, and micro-levels of society and how they relate to structural racism.
- Look at statistics for integrated schools since the 1950s.
- Look up statistics for integration rates for schools nationally and locally.
- Write a paragraph in which students claim whether desegregation efforts were effective or not. Tell students to think about which levels the desegregation efforts targeted, and which they *should* have targeted.

Day 5: Martin Luther King Jr and Non-Violence

- Objective: Students will be able to define non-violence and civil disobedience and describe their goals.
- Watch a video of MLK discussing non-violence.
- Read a short biography of MLK, how he was influenced by Gandhi, and how he changed the fight for equal rights (emphasize that MLK did not *start* the Civil Rights Movement, though became a major inspiring figure). Summarize the text.
- Discuss why non-violence may have appealed to a broad range of people, how it was successful, and examples of different kinds of non-violent protests.
- Exit ticket to assess the objective.

Day 6: Non-Violent Protests

- Objective: Students will be able to identify and describe major non-violent protests.
- Analyze images of the Greensboro Sit-In as a class and discuss what happened.
- Students will be divided into groups and will prepare presentations on the Montgomery Bus Boycott, the March from Selma to Montgomery, and the Freedom Riders.

Day 7: Presentations

- Objective: Students will be able to orally present information that they have researched.
- Students should continue to work on their presentations for the beginning of class.
- Students will then present in groups. All students are responsible for the information.

Day 8: The March on Washington for Jobs and Freedom

- Objective: Students will be able to identify goals of the March on Washington, analyze images, and determine the main idea of MLK's speech.
- Analyze image of protest signs from the March on Washington to identify what they wanted from the March.
- Introduce MLK's speech, do a K-W-L chart to see what students may know about the March and the speech. Watch a video of the speech and have students read along to it.
- Ask students to identify what MLK was advocating for, why, and whether he was addressing macro, meso, or micro problems.

Day 9: Black Power

- Objective: Students will be able to describe Malcolm X and his philosophy.

- Watch a video about Black Power and Malcolm X.
- Have students read about Malcolm X and how he changed the Civil Rights Movement.

Day 10: Civil Rights Accomplishments... but are we done?

- Objective: Students will be able to identify landmark Civil Rights laws and explain why they were important.
- Read and define Civil Rights Act, Voting Rights Act, Affirmative Action, Lyndon B. Johnson and the Great Society.
- Students will read a current news article describing how the Supreme Court has recently dismantled the VRA and Affirmative Action.

Day 11: Liberation for All: Women

- Short quiz on African American movement.
- Objective: Students will be able to describe the conditions that preempted the Feminist Movement by reading and analyzing advertisements.
- Read about the patriotic domesticity for women during the Cold War and how they were supposed to stay in the home.
- Analyze images from women's magazines that reinforce what women should be and should do.

Day 12: African American Women, Too

- Objective: Students will be able to describe how two movements largely ignored the ways in which identities are intersectional.
- Read an excerpt from *At the Dark End of the Street*.
- Read primary source from mainstream Feminist Movement that describes goals that are more for white, middle class women than for all women.

Day 13: Accomplishments for Women...but are we done?

- Objective: Students will be able to identify and describe accomplishments of the Feminist Movement
- Read about the sexual revolution and the birth control pill, *Roe vs. Wade*, pay discrimination, and anti-rape movement.
- Have a discussion about whether these issues are still in play today.

Day 14: Gay Liberation

- Objective: Students will be able to describe attitudes toward gays and the importance of Stonewall.
- Short direct instruction about gender expectations and attitudes toward homosexuality during the 1950s and 1960s. Analyze images that show how gender roles were emphasized.
- Read about Stonewall and why it was so important. Summarize text.
- Have students read a short article about gay rights today and write a paragraph describing how things have changed for homework.

Day 15: Other Changes to Society

- Objective: Students will be able to summarize events from a timeline and make connections between historical events and their own school.

- Direct instruction on Disability Rights and changes to immigration policies and their effects, especially to demographic shifts in the United States.
- Students explore a timeline of changes for people with disabilities and summarize the timeline to show major events and changes.
- Class discussion on how these macro-level changes affect their lives today.

Day 16: Unit Assessment

- Objective: Students will be able to read a complex article about Reparations and evaluate the evidence. SWBAT draft their own response to the article by writing their own persuasive essay.
- Read with a partner a recent article by Ta-Nehisi Coates that argues for reparations to be paid to African Americans to address economic disparities. Make sure students mark up the text as they read.
- Fill out graphic organizer to help them identify the main argument and evidence for the article
- Fill out another graphic organizer to help them organize whether they agree with the Coates and reparations.
- Have students write a response to Ta-Nehisi Coates.

Lesson Plan: The March on Washington for Jobs and Freedom

I. Learning Objectives for Today/Assessment of Student Learning

Objectives	Assessment
SWBAT identify the goals of the March on Washington	Analysis images of protest signs from the March on Washington: I See/It Means chart and class discussion.
SWBAT analyze images to better understand an historical event	I See/It Means chart for the images of protest signs.
SWBAT determine the main idea of Martin Luther King Jr's "I Have a Dream" speech	Mark up and summary of speech.
SWBAT to identify whether problems were macro, meso, or micro level problems.	Ability to answer question about whether the March and MLK's speech addressed macro, meso, or micro level problems.

II. Essential Questions for Today

What were the goals for the March on Washington?

What did Martin Luther King advocate for?

Were the targets for the March macro, meso, or micro level problems?

III. Why Learning This Matters

Martin Luther King Jr is a major figure in the Civil Rights Movement and the March on Washington was a major event in that movement. It is something that has stuck as a major moment in US history, and is therefore important to learn about. However, the March is generally whittled down to a short line in MLK's speech that does not fully capture what the March was for and MLK's general philosophy. The fact that the March was to get Congress to pass the Voting Rights Act as well as for jobs for African Americans is an important point that underscores the existence of structural racism, confronts stereotypes of lazy African Americans who don't want to work, and ways in which to fight back against inequality is through economic justice. Students must be exposed to the March on Washington and MLK's most famous speech, but they need to understand the whole picture and not simply a sound bite.

IV. Learning Experiences

a. Do Now (7 minutes)

- Students fill out an I See/It Means chart for an image that shows protest signs from the March on Washington.
- Share their chart with their partner and determine the main idea of the image.
- Share as a class and introduce the March on Washington.

b. Independent Practice (30 minutes)

- Students fill out a K-W-L chart for Martin Luther King Jr and the March on Washington (the "Know" section can act as a formative assessment to see what students have learned from previous lessons about MLK, but should be

reminded that they should also write down anything they may know or have heard of the March on Washington and “I Have a Dream.”

- ii. Have students pass this in – they will fill out the “Learned” section as the Do Now for the next class.
 - iii. Students are handed a print copy of Martin Luther’s “I Have a Dream” speech. Tell them that they will need to mark this text up as they watch the speech, and that their copy will be handed in the next day.
 - iv. Watch video of MLK’s “I Have a Dream Speech.” (18 minutes)
- c. Partner Work (15 minutes)**
- i. Review the speech as a class.
 - ii. Students will work with a partner to summarize the speech and then answer the question of whether or not the March and the speech were addressing macro, meso, and/or micro level changes. They should provide evidence from the image and from the speech. They will finish this for homework if they need to.
- d. Closing (3 minutes)**
- i. Review the objectives for the day, remind them of homework.

V. Materials

Image of protest signs

I See/It Means chart

K-W-L chart

Video clip of “I Have a Dream” <https://www.youtube.com/watch?v=smEqnnklfYs>

Graphic organizer for summary and space to answer the final question for the day.

NAME: _____ DATE: _____ PERIOD: _____

Directions: Fill out the I See/It Means chart for the image below.



I See	It Means
What is the main idea of this image? What do these protestors want?	

NAME: _____ DATE: _____ PERIOD: _____

Directions: Fill out this K-W-L chart for the March on Washington **and** Martin Luther King Jr.

What I Know	What I Want to Know	What I Have Learned

NAME: _____ DATE: _____ PERIOD: _____

I Have a Dream by Martin Luther King Jr.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and

will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."¹

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

*Thank God Almighty, we are free at last!*³

Summary of Speech:

Do you think that the March on Washington and MLK's "I Have a Dream" speech were trying to address macro, meso, or micro level problems? Please use evidence from the speech and from the image of protest signs.

Lesson Plan: Effects of *Brown vs. Board of Education*

I. Learning Objectives for Today/Assessment for Learning

Learning Objectives	Assessment
SWBAT determine the effects of the landmark decision <i>Brown vs. Board of Education</i> . USII.25.Events.A	Students will fill out a graphic organizer that shows the causes and effects of the <i>Brown vs. Board of Education</i> decision.
SWBAT research statistics about integrated schools on the internet.	Graphic organizer that they will fill out; observations of students as they work
SWBAT evaluate evidence to make a claim as to whether desegregation efforts were effective.	Paragraph where students write whether they believe desegregation efforts as a result of the Supreme Court decision were effective.

II. Essential Questions for the Day

How do major events affect ordinary citizens?
Were desegregation efforts successful?
What level of society did these efforts target?

III. Why Learning this matters

The strategy of cause and effect helps students infer relationships between pieces of information and establishes connections between events. This puts historical events into context and helps students think critically about events and be aware that all events have multiple causes and effects. This lesson is important because the effects of the decision are still hotly debated and have been subsequently reversed. It shows that while the actions made to desegregate schools have ultimately been unsuccessful, they did prove to have short term results for students. Students should be encouraged to think of this as an ongoing question about their own education and how they wish to learn.

IV. Learning Experience

- a. Do Now: (7 minutes)
 - i. Students do an I See/It Means chart for the Rockwell painting, "The Problem We All Live With"
 - ii. Students discuss the main idea of the painting with their partner and share as a class, which introduces the day's topic of effects of *Brown vs. Board of Education*.
- b. Partner Work (15 minutes)
 - i. Students will be given a text about desegregation in Little Rock, AR
 - ii. Students will read the texts with their partner and find five effects of desegregation
 - iii. Discuss briefly as a class, especially thinking about what they were trying to solve by using this strategy.
- c. Guided and Independent Practice (35 minutes)
 - i. Students will work on laptops to research statistics on integration over time and today. They will be directed to a site where they can find local statistics.

- ii. Students will answer the question of whether they believe that strategies that courts chose to desegregate schools were effective and explain their answer using evidence.
- d. Closing/Homework (3 minutes)
 - i. Clean up, review objectives, and have students share what they got from reading the texts and looking at the statistics.

V. Materials

Graphic organizer

Google Docs

Text

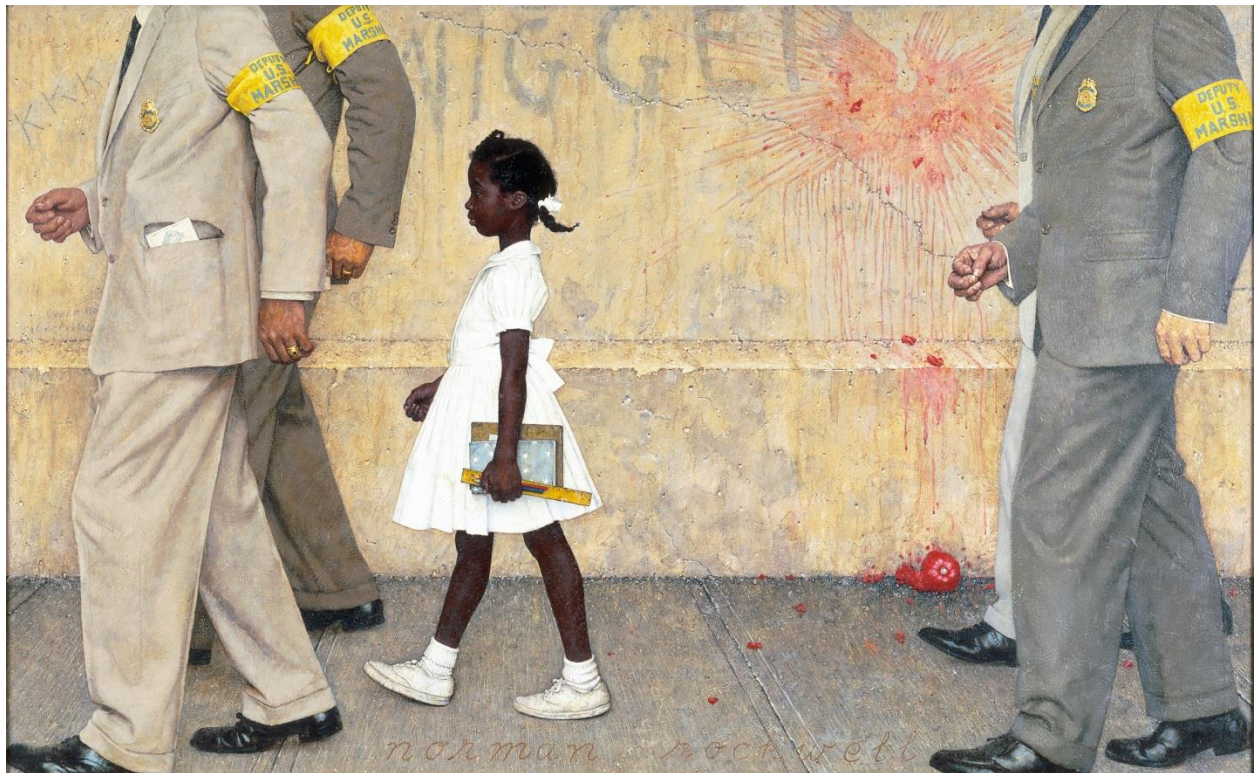
Hovercam/Elmo/Overhead to share graphic organizers

Image of Rockwell's Painting with I See/It Means chart

Laptops

NAME: _____ DATE: _____ PERIOD: _____

“The Problem We All Live With” by Norman Rockwell



I See	It Means
What is the main idea of this image?	

NAME: _____ DATE: _____ PERIOD: _____

Effects of *Brown vs. Board of Education*

Little Rock:

The first major confrontation between states' rights and the Supreme Court's school integration decision occurred in Little Rock, Arkansas, in the summer of 1957. Eighteen African American students were chosen to integrate Little Rock's Central High School to comply with the Supreme Court's *Brown v. Board of Education* (1954) decision. By Labor Day, only nine were still willing to serve as foot soldiers in freedom's march.

Arkansas seemed an unlikely place for a confrontation over civil rights. Its largest newspapers were generally supportive of desegregation, and several Arkansas cities had already integrated their public schools. The public library and bus system were desegregated, earning Little Rock a reputation as a progressive town. Arkansas Governor Orval Faubus owed his re-election in 1956 to black voters.

Ironically, Faubus, responding to polls that showed 85 percent of the state's residents opposed school integration, tried to block desegregation by directing the Arkansas National Guard to keep the nine teenagers from enrolling in the all-white Central High. He said that "blood would run in the streets" if the Central High School was integrated.

For three weeks, the National Guard, under orders from the governor, prevented the nine students from entering the school. President Eisenhower privately pressed Faubus to comply with the court order. When Faubus refused to comply, the president responded by federalizing the Arkansas National Guard and sending in 1,000 paratroopers from the Army's 101st Airborne Division to escort the students into the school.

An angry white mob hurled racial epithets. Inside the school, there were still separate restrooms and drinking fountains for black and white students. During the school year, the African American students were ostracized and physically harassed. They were shoved against lockers, tripped down stairways, and taunted by their classmates. Not all the African American students were able to turn the other cheek. One was expelled for dumping a bowl of soup on a classmate's head. The remaining students were greeted the next day with a sign that said, "One down, eight more to go."

Only one of the Little Rock nine graduated from Central High. In the fall of 1958, Governor Faubus shut the public high schools down to prevent further integration. The schools did not re-open for a year.

Daisy Bates, the president of Arkansas's NAACP, spearheaded the drive to integrate Central High. Before and after school, she would have the students gather at her home for prayer and

counsel. During the integration struggle, rocks were thrown through her windows and a burning cross was placed on her roof. In 1963, Bates, whose mother had been murdered by three white men in an attempted rape, was the only woman to speak at the March on Washington.

Of the Little Rock nine, one student became assistant secretary of Housing and Urban Development under President Carter. The others became an accountant, an investment banker, a journalist, a social worker, a psychologist, a teacher, a real estate broker, and a writer. Only one remained in Little Rock.

Nearly half a century after the Little Rock nine entered Central High School, the city's school system still struggles with integration. Today, almost 50 percent of the white students who live in the district do not enroll in the public school system. Despite busing 14,000 of its 25,000 students to achieve racial balance, 18 of the district's 49 schools have at least 75 percent black enrollment.

Taken from: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3322

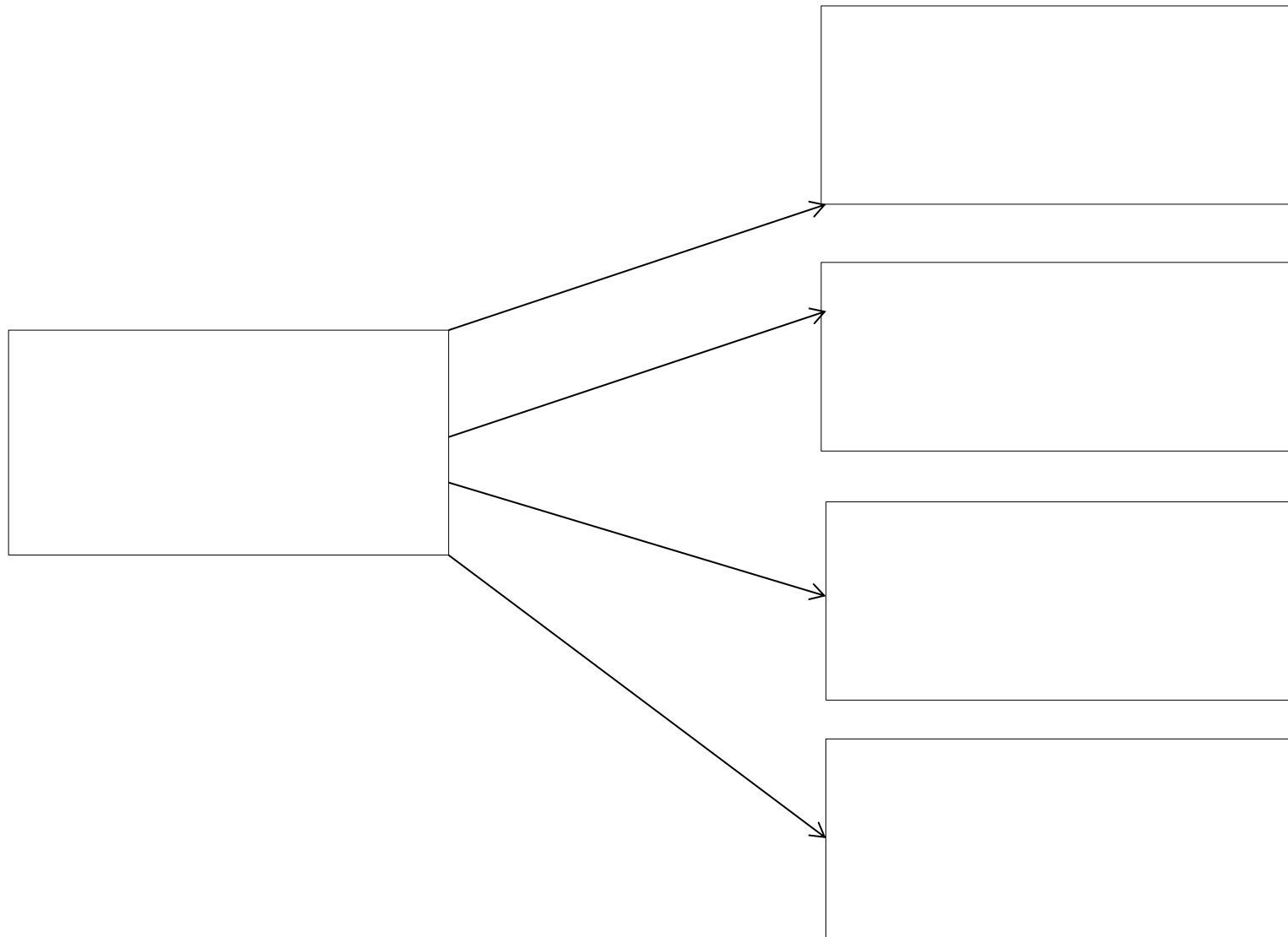
NAME: _____

DATE: _____

PERIOD: _____

Effects of *Brown vs. Board of Education* in Little Rock

Directions: Find four effects of desegregation in Little Rock and on the back, write a summary of the article.



NAME: _____ DATE: _____ PERIOD: _____

Research on Integration in Schools

Directions: Open a Google Doc, where you will copy and paste charts and other evidence that you find on your web search. You will share this document with me. You are looking for graphs that show changes in school segregation/integration levels across time and today. You will be searching in Google Images and looking for charts, and you will be searching for text evidence as well.

You will need to find:

1. Chart showing the changes in integration/segregation since 1950s
2. A news article about desegregation in Boston
3. A current news article about segregation in today's schools

Copy and paste all of these into your Google Doc, and answer the following question:

What were the steps taken to desegregate schools? Were they successful? Why or why not?

HINT: Think about what problem they were trying to solve! Were they trying to solve macro, meso, micro level issues? Were they really solving the root of the problem?